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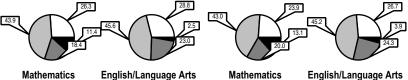
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003 2004	Average	Below Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Middle Schools with Students like Ours



Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	169	61
Percent satisfied with learning environment	96.1%	77.4%	85.0%
Percent satisfied with social and physical environment	100.0%	76.6%	68.3%
Percent satisfied with home-school relations	96.2%	92.1%	78.0%

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PACT PERFORMANCE	BY GR	OUP						/.
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All atomics to			Er	igiisii/Lai				
All students	666	99.7	28.8	45.6	23.0	2.5	25.5	17.6
Gender	050	100.0	27.4	44.0	47.7	0.0	40.0	47.0
Male Female	356	100.0	37.1	44.3	17.7	0.9	18.6	17.6
	310	99.4	19.1	47.1	29.4	4.4	33.8	17.6
Racial/Ethnic Group White	604	99.8	27.1	46.2	24.1	2.6	26.6	17.6
wnite African-American		99.6	43.8	43.8	12.5	N/A	12.5	17.6
	34					N/A		17.6
Asian/Pacific Islander Hispanic	3	100.0	N/A 62.5	N/A 25.0	N/A 12.5		N/A 12.5	17.6
American Indian/Alaskan	20	100.0				N/A		
Disability Status	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Not disabled	F60	99.8	20.7	49.0	27.3	2.0	30.3	17.6
Disabled	560					3.0		
Migrant Status	106	99.1	70.9	28.2	1.0	N/A	1.0	17.6
Migrant Status	A1/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	N/A							
English Proficiency	666	99.7	28.8	45.6	23.0	2.5	25.5	17.6
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	660	99.7	28.3	45.9	23.3	2.5	25.8	17.6
Socio-Economic Status	000	99.1	20.3	45.9	23.3	2.5	23.0	17.0
Subsidized meals	265	99.2	42.8	43.6	13.6	N/A	13.6	17.6
Full-pay meals	401	100.0	19.8	46.9	29.1	4.1	33.2	17.6
i dii pay modio	401	100.0	10.0	10.0	20.1	7.1	J 55.2	17.0
				Mathe	matics			
All students	666	100.0	26.3	43.9	18.4	11.4	29.8	15.5
Gender	000	100.0	20.0	10.0	10.1		20.0	10.0
Male	356	100.0	28.6	42.5	18.2	10.7	28.9	15.5
Female	310	100.0	23.5	45.6	18.7	12.2	31.0	15.5
Racial/Ethnic Group	0.10	. 50.0	_0.0	.0.0			31.0	70.0
White	604	100.0	23.3	45.3	19.2	12.2	31.4	15.5
African-American	34	100.0	57.6	33.3	6.1	3.0	9.1	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	20	100.0	62.5	18.8	18.8	N/A	18.8	15.5
American Indian/Alaskan	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	560	100.0	17.9	47.9	20.9	13.4	34.3	15.5
Disabled	106	100.0	69.9	23.3	5.8	1.0	6.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	666	100.0	26.3	43.9	18.4	11.4	29.8	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	660	100.0	25.6	44.3	18.6	11.5	30.1	15.5
Socio-Economic Status								

19.3

41.1

22.9

15.5

15.5

16.7

39.6

100.0

100.0

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

Grade 8

236

100.0

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27.6

48.2

19.7

4.4

24.1

				IVI	athematio	S		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	204	N/A	32.7	43.1	17.3	6.9	24.3
20	Grade 6	190	N/A	24.9	45.0	23.8	6.3	30.2
	Grade 7	223	N/A	41.0	30.2	13.1	15.8	28.8
•	Grade 8	215	N/A	31.9	46.0	10.8	11.3	22.1
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	218	100.0	24.5	36.1	25.0	14.4	39.4
	Grade 7	212	100.0	26.1	48.3	16.7	8.9	25.6
	Grade 8	236	100.0	27.9	47.2	14.0	10.9	24.9

SCHOOL PROFILE

(Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 680)				
Students enrolled in high school credit courses (grades 7 & 8)	17.6%	Down from 18.8%	21.0%	14.4%
Retention rate	0.7%	Down from 0.8%	2.0%	2.3%
Attendance rate Eligible for gifted and talented	95.6%	Down from 95.7%	95.5%	95.2%
	16.3%	Up from 16.0%	18.1%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	12.7%	Down from 13.8%	13.5%	14.1%
	2.2%	Up from 2.1%	3.7%	4.9%
Suspended or expelled	1.8%	Down from 2.4%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	54.9%	Up from 50.0%	49.1%	47.1%
Continuing contract teachers	88.2%	Down from 89.1%	88.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.9%	Down from 90.5%	86.8%	84.3%
Teacher attendance rate Average teacher salary	95.6%	Up from 94.8%	95.4%	95.0%
	\$40,832	Down 2.5%	\$40,799	\$39,924
Prof. development days/teacher	10.3 days	Down from 11.0 days	10.3 days	10.7 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	25.0 to 1	Up from 23.5 to 1	22.8 to 1	21.0 to 1
Prime instructional time	90.4%	Up from 89.5%	89.5%	88.9%
Dollars spent per pupil*	\$6,088	Up 0.4%	\$5,668	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	63.9%	Up from 61.4%	62.3%	62.0%
	Excellent	Up from Good	Good	Good
Parents attending conferences SACS accreditation	97.0%	Up from 96.9%	94.3%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not A	pplicable N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

The most recent Southern Association of Colleges and Schools' accreditation team described GMS as "... an excellent school with a dedicated staff that holds the educational welfare of all students as top priority A supportive group of parents, who volunteer time and talents to assist the school, is reflective of a community that cares about the quality of its school and takes pride in its achievements."

With students' educational welfare as our top priority, our challenges continue to include: (I) integration of technology in the curriculum; (II) development of students as self-motivated, responsible learners and citizens; and (III) sustained, continuous improvement of student mastery of state curriculum standards.

- (I) District upgrades in technology included the addition of a computer lab in our media center and updated school-wide computer wiring. Students use technology to research, publish, and present work. Our Technology Integration Specialist continues to train staff and students in the use of technology resources.
- (II) A positive and safe school climate is an ongoing priority. In our school-wide interdisciplinary unit theme, "Celebrate Community, Honor Diversity," students explored their heritage and family traditions and those of others as they prepared for our community celebration. We also dedicated our peace pole and phase one of our peace garden, a place for conflict resolution. Incentives recognize and reward student achievement and citizenship. Students are encouraged to develop respect and responsibility toward self, others, and the world. This will continue with the reading of "Seedfolks." Our alliance with the Mental Health Department allows us to provide counseling services for students and families. Our continued partnership with Communities in Schools helps us train and supervise volunteers and mentors.
- (III) An award-winning fine arts program complements a comprehensive core curriculum at GMS. Academic assistance programs supplement math and language arts instruction before, during, and after school. In a Curriculum Calibration process, we reviewed teacher plans and instruction and ensured alignment with state curriculum standards. We will administer Measures of Academic Progress (MAP), a computer-based assessment program that assesses and compares a student's performance to others nationally, at the beginning and end of the school year. Literacy initiatives, including the Six Traits Writing Program, will guide staff members to increase student reading and writing in all content areas. A State Education and Environment Roundtable grant will enable a teaching team to plan/implement interdisciplinary units teaching students' all content area standards and an appreciation of the environment.

Preparing students to be independent, respectful, and contributing citizens continues to be the top priority of all Gilbert Middle School stakeholders.

Alan G. Zwart, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.